

REPRODUCIBLE MASTER

yourSELF



**Inside this booklet
you'll find...**

Reproducible Master Pages

- **Link the Classroom and the Cafeteria**
- **“What’s Your BMI?” chart for display in the classroom**
- **Student Activity Booklet (8 pages)**
- **“The Power of Choice” song lyrics**
- **Enrichment Activities student handouts**
- **User response form and mailer**

Link the Classroom and the Cafeteria

Together, the classroom and the cafeteria can bring to life the important messages in *yourSELF*. Here are some ideas for reinforcing the cafeteria's role in each of the *yourSELF* topics. Your school's health teachers, cafeteria manager and students can brainstorm more ideas.

Are You Normal?

- Health teachers and the school cafeteria manager can jointly sponsor an art/essay contest to get students thinking about how school meals feed body and mind - and contribute to overall good nutrition, health, energy, and learning. The theme might be "The Power of Choice." Teachers can give extra credit, and the cafeteria manager can display entries in the cafeteria and hallways, and give an appropriate prize.

Feed Me!

- Display a chart that shows how the daily menu selections relate to the Food Guide Pyramid.
- Students can partner with the cafeteria manager to display the healthy eating advertisements they create in class near the menu boards. Ask the team coaches to display health advertisements at school athletic events, too.
- Display an appealing sample of a healthy meal each day—include some interesting ethnic food choices.

Snack Attack

- Offer fruits, vegetables and whole grain healthy snacks for activities on school grounds - and actively promote them.
- Encourage students to conduct an "environmental assessment"—to identify snack foods that are convenient and available, and contribute to meeting their food group requirements. This will help students and adults recognize what influences food choices each day and make them more aware of healthy options.

Move It!

- Begin the day with breakfast and a motivational, entertaining physical activity. Invite student leaders, athletes, cheerleaders, physical education teachers or special clubs to demonstrate or lead aerobic activities.
- School cafeteria managers, health teachers, and physical education teachers can collaborate on activities that promote good nutrition and physical activity, learning and good health. Your partnership will reflect the positive relationship between good nutrition, physical activity and learning.

Just For You

- Introduce students to community nutrition resources by setting up Rap Sessions in the cafeteria with a local nutritionist at breakfast or lunch time. Students can get some advice on nutrition—like how to make healthy eating choices in the cafeteria and how much food and physical activity makes sense for their height and weight.
- Urge students to check out nutrition websites. Encourage their computer skills, and motivate them to be educated school meal customers.

What's Your Goal?

- Set up a system for getting input from students on school meals. Offer opportunities to taste-test foods, plan menus, and work with staff in the kitchen. Use the student ideas to enhance the cafeteria meals.
- Get students and adults to work together to make sure healthy eating messages are supported by the food sold in vending machines, a la carte meal offerings and snack bars.
- Bring foodservice staff, teachers, parents and the community together for a Health Fair or other event that makes it fun to learn about nutrition and physical activity. Students can help plan activities and contribute to the event.



What's Your BMI?

To find your BMI, follow these steps:

- Find your height in inches along the top of the chart.
- From your height, run your finger down to find the line with your weight.
- The place where your height and weight meet gives you your BMI (Body Mass Index).

HEIGHT m (in)	1.24	1.27	1.30	1.32	1.35	1.37	1.40	1.42	1.45	1.47	1.50	1.52	1.55	1.57	1.60	1.63	1.65	1.68	1.70	1.73	1.75	1.78	1.80	1.83	1.85	1.88
	(49)	(50)	(51)	(52)	(53)	(54)	(55)	(56)	(57)	(58)	(59)	(60)	(61)	(62)	(63)	(64)	(65)	(66)	(67)	(68)	(69)	(70)	(71)	(72)	(73)	(74)
WEIGHT kg (lb)																										
27 (60)	18	17	16	16	15	15	14	13	13	13	12	12	11	11	11	10	10	10	9	9						
29 (65)	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	10	10	10	10					
32 (70)	21	20	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10	10				
34 (75)	22	21	20	20	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10			
36 (80)	24	22	21	21	20	19	19	18	17	17	16	16	15	15	14	14	13	13	13	12	12	11	11	11		
39 (85)	25	24	23	22	21	21	20	19	18	18	17	17	16	16	15	15	14	14	14	13	13	12	12	12	11	
41 (90)	27	25	24	23	22	22	21	20	19	19	18	18	17	17	16	16	15	15	14	14	14	13	13	13	12	12
43 (95)	28	27	25	25	24	23	22	21	20	20	19	19	18	17	17	16	16	15	15	15	14	14	14	13	12	12
45 (100)	29	28	27	26	25	24	23	22	22	21	20	20	19	18	18	17	17	16	16	15	15	14	14	14	13	13
48 (105)	31	30	28	27	26	25	24	24	23	22	21	21	20	19	19	18	17	17	17	16	16	15	15	14	14	13
50 (110)	32	31	30	29	27	27	25	25	24	23	22	22	21	20	19	19	18	18	18	17	17	16	16	15	15	14
52 (115)	34	32	31	30	29	28	27	26	25	24	23	22	21	20	20	19	18	18	18	17	17	16	16	16	15	15
54 (120)	35	34	32	31	30	29	28	27	26	25	24	23	22	21	20	20	19	19	19	18	18	17	17	17	16	16
57 (125)	37	35	34	33	31	30	29	28	27	26	25	24	23	22	21	21	20	20	20	19	19	18	17	17	17	16
59 (130)	38	37	35	34	32	31	30	29	28	27	26	25	24	23	22	22	21	21	21	20	20	19	19	18	18	17
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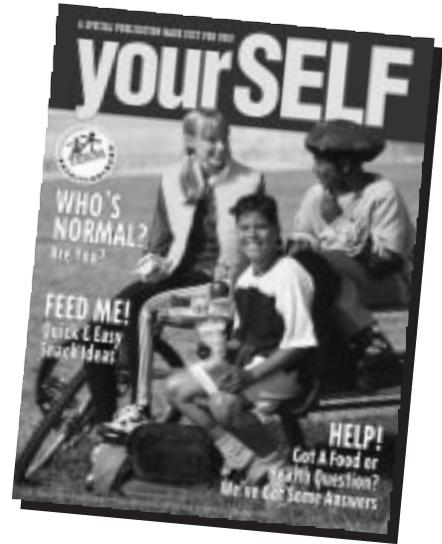
yourSELF



Inside this booklet...

YOU'LL FIND INFORMATION TO HELP YOU GROW INTO YOUR BEST YOU. YOU'LL ALSO FIND ACTIVITIES TO:

- Track your growth for several years, starting now.
- Help you record and check out your eating and physical activity choices.
- Help you set your personal goals and plans for healthful living.



Speak Up!

There's another way you can use this booklet: Talk about it and share it with your family. After all, they may not be familiar with all the information tucked inside these pages.

Believe it or not, the Food Guide Pyramid wasn't around when your parents were in school. And Body Mass Index (BMI) is a fairly new way to look at and measure your body size.

Of course, remember that your parents were teens once, too. Use the booklet to remind them of what it's like to be a teen. You never know, they might have some helpful tips to share with you about how they felt when they were your age.

We're Talking About YOU

Use these tips to make smart choices about eating and physical activities that are right for you. Share these tips with your parents.

- **BE REALISTIC.** Make small changes over time in what you eat and the level of activity you do. Small steps work better than giant leaps.
- **BE ADVENTUROUS.** Expand your tastes to enjoy a variety of foods.
- **BE FLEXIBLE.** Balance what you eat and the physical activity you do over several days. No need to worry about just one meal or one day.
- **BE SENSIBLE.** Enjoy all foods, just don't overdo it.
- **BE ACTIVE.** Walk the dog, don't just watch the dog walk.

Are You Normal?

When it comes to your rate of growth, instead of accepting someone's opinion, find out what's normal for YOU. Keep track of your changing body with the help of a Height Chart and Body Mass Index (BMI) Chart. These charts give you a realistic look at your self.

Just the Facts

Before using the Height and BMI Charts, fill in these facts. Ask a family member to help measure your height.

Your age: _____ years

Your height: _____ inches

Your weight: _____ pounds

Your gender: ___ girl ___ boy

Before you start tracking your growth, keep these points in mind:

- Height and BMI Charts are estimates and not the only way to judge growth. If you have questions or concerns about your growth, talk to your parents, school nurse, or doctor.
- It's normal to be different. Kids grow at different rates, in different ways. There's no single size, shape or growth clock for everyone.
- Your growth rate is probably similar to others in your family. Ask your relatives if they remember how old they were when they started growing.
- Your height, weight and body shape may be like others in your family, too. People who consider themselves underweight may really come from slim families. Those who think they're overweight may come from either overweight or muscular families.



Track Your Height

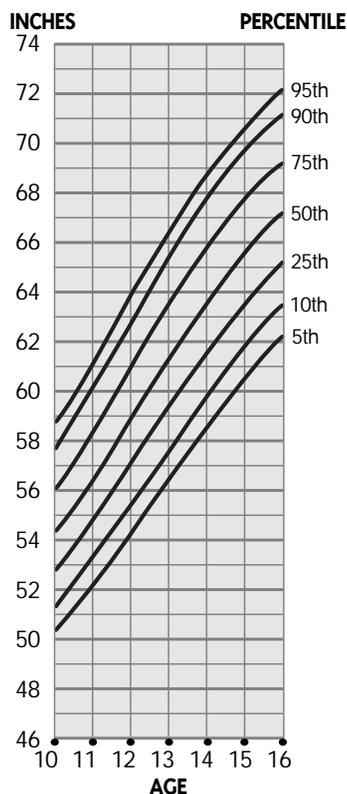
Plotting your height on a Height Chart is one way to see how tall you are and to show how you fit within a wide range of heights for your age.

Do this:

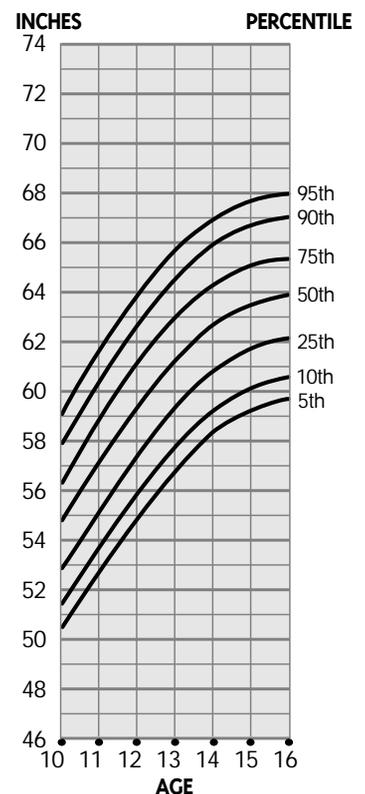
- Find your height in inches along the left side of the chart.
- Find your age along the bottom of the chart.
- Put a dot on the chart where your age and height cross.
- If you know your height a year ago, and two years ago, plot them, too. Then connect the dots. (Ask your parents, school nurse or family doctor for height records.)
- Which percentile line comes closest to your dot? The percentile shows how you compare to an average group of 100 boys or girls your age. If you're near the 50th percentile line, then 49 boys or girls your age are shorter, and 50 are taller.
- How tall might you be as an adult?

REMEMBER Every person has his or her own pattern of growth.

Boy's Height Chart



Girl's Height Chart



NCHS/CDC Growth Charts (Revised, 1998)



What's Your BMI?

Keeping track of your Body Mass Index (BMI) helps you see your body size in a realistic way. To figure your BMI, you need to know your height (no shoes) and weight (without heavy clothes). You may also need a calculator to do the math. Here's how:

Here's how Derek figured his BMI ...

- Changed his weight to kilograms — 50.9 kg
- Changed his height to meters — 1.6 m
- Squared his height — $1.6 \text{ m} \times 1.6 \text{ m} = 2.56 \text{ m}^2$
- Figured his BMI — $50.9 \text{ kg} \div 2.56 \text{ m}^2 = 20$ (rounded)

➔ CHANGE WEIGHT TO KILOGRAMS (kg).

$$\underline{\hspace{2cm}} \text{ lb.} \div 2.2 \text{ kg} = \text{ } \text{ weight in kgs.}$$

(weight in pounds)

➔ CHANGE HEIGHT TO METERS (m).

$$\underline{\hspace{2cm}} \text{ in.} \div 39.37 \text{ m} = \text{ } \text{ height in m.}$$

(height in inches)

➔ SQUARE YOUR HEIGHT IN METERS.

$$\text{ } \times \text{ } = \text{ } \text{ height in m}^2$$

(height in meters x height in meters)

➔ NOW FIGURE YOUR BODY MASS INDEX (BMI).

$$\text{ } \div \text{ } = \text{ BMI \# } \underline{\hspace{2cm}} \text{ (rounded \#)}$$

(weight in kilograms) ÷ (height in meters)²

➔ FIND YOUR AGE ON THE BOTTOM OF THE CHART.

➔ FINALLY, FIND YOUR BMI ALONG THE LEFT SIDE OF THE CHART.

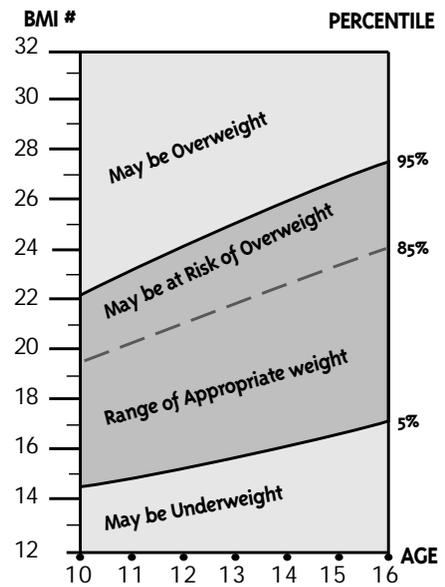
So What Do I DO?

No matter where you are on the chart, the advice is still the same:

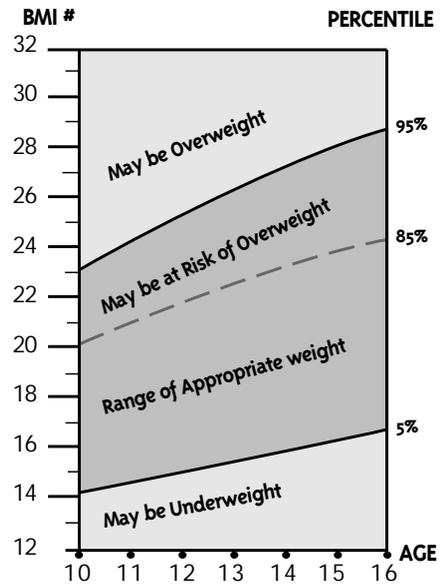
- Eat at least the minimum number of Pyramid servings from each group, every day. Don't diet to lose weight.
- Be physically active every day.
- Talk with your family and a doctor about your growth pattern.

REMEMBER The BMI does not measure bone, fat or muscle. Since teen's bodies are changing, it is not clear if some teens may be at risk of being overweight, or are at an appropriate weight. Making food and physical activity choices for a healthful lifestyle is what's important for you.

Boy's BMI Chart



Girl's BMI Chart



NCHS/CDC Growth Charts (Revised, 1998)

Watch Yourself Grow

Keep these Height and BMI Charts handy (stick it inside a kitchen cupboard). Ask your family to help you plot your progress two or three times a year (maybe on a regular school holiday or your birthday). Do it a couple times a year and you'll "see" yourself grow.

Feed Me

What did you eat and drink yesterday? How do your food choices stack up to the Food Guide Pyramid? Keep a Food Diary for a day or more to find out.

Keep a Food Diary

- **Meal or snack.** Remember, it's okay to eat snacks, or many mini-meals. Your overall food choices are what counts.
- **What you eat and drink.** Write down everything you eat and drink during a day. Include milk on cereal, cheese or lettuce on a burger, dressing on your salad, and butter or jelly on bread.
- **Your helpings.** Record your helping sizes: how much you put on your plate or pour into your glass. It's okay to estimate, or you might measure if you're not sure.
- **Pyramid servings.** Look at the chart on the next page to help you compare how much you eat to the amount of Pyramid servings you need. You only need to estimate amounts.

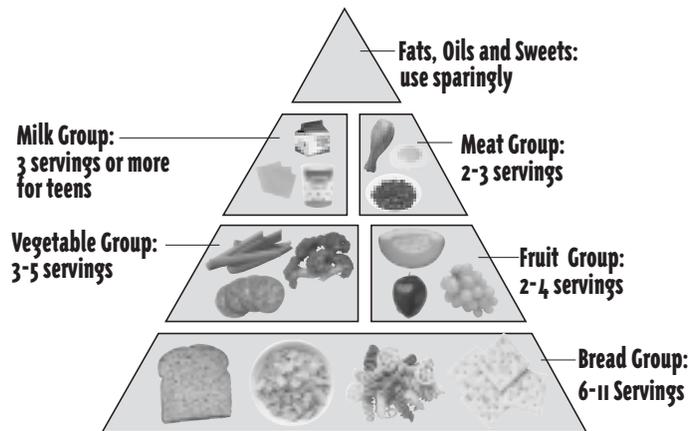
	MEAL	HELPING	PYRAMID SERVING SIZE
MORNING:			
MIDDAY:			
EVENING:			
SNACKS:			

Take a Closer Look

- Look closely at your Food Diary. How does it stack up against the Food Guide Pyramid?
- What food groups, if any, came up short?
- Do you need to make some changes?
- List two small changes you can make today to eat in a healthier way.
- Keep a Food Diary for another day— since what you eat over several days is what counts, not just what you eat in a single day.
- Share your Food Diary with your parents. Together, think of ways you could strengthen your personal Food Guide Pyramid.
- Make a list of foods you'd like to try. Volunteer to add them to the family shopping list.
- Go online to find out more from Team Nutrition. <http://www.usda.gov/fcs/team.htm>

Eat to Grow Healthy

The Food Guide Pyramid can help you judge your food choices for the day. For good health, try to eat at least the minimum number of daily servings from all five major food groups. For some food groups you need more servings than others.



How Pyramid Servings Stack Up

Pyramid servings help you estimate how much you're eating. This information can help you judge if you're getting enough of a variety of foods.

	The Food Groups	How Much Is One Serving?	Pyramid Serving
Eat Less	Fats, Oils and Sweets	These foods add extra calories and provide little or no nutrients. Use them in moderation to add flavor to other foods.	use sparingly
Eat Enough	Milk Group	1 cup milk or yogurt; 1-1/2 ounces natural cheese, 2 ounces processed cheese	3 servings or more for teens
	Meat Group	1/2 cup cooked dry beans, 2 eggs, or 2 tablespoons peanut butter count as 1 ounce of meat. 2 - 3 ounces cooked lean meat, poultry, or fish count as a serving.	2 - 3 servings
Eat More	Vegetable Group	1 cup raw leafy vegetables; 1/2 cup vegetables (cooked or chopped raw); 3/4 cup vegetable juice	3 - 5 servings
	Fruit Group	1 medium apple, banana, or orange; 1/2 cup fruit (canned, cooked, or raw); 3/4 cup fruit juice; 1/4 cup dried fruit	2 - 4 servings
Eat Plenty	Bread Group	1 slice bread or tortilla; 1 ounce ready-to-eat cereal; 1/2 cup cooked cereal, rice, or pasta; 1/2 bagel, 1/2 hamburger bun, or 1/2 an English muffin	6 - 11 servings

FOOD MODELS courtesy of the National Dairy Council®

Try It!

Got the munchies? Need to feed? Try these quick 'n' easy snack ideas. Since they're food combos, they count toward servings from two or more food groups.

Ultra-Easy, No-Fuss

CHIPS 'N' SALSA. Open a jar of salsa to nibble with baked tortilla chips. Sliced cucumbers, jicama or summer squash taste great with salsa, too!

FRUIT MIXER. Create your own wild fruit juice. Just mix two or more different juices in one glass. Try pineapple, apple, orange, cranberry, grapefruit, guava, mango, papaya or peach juices.

YOGURT SUNDAE. Top yogurt with berries, nuts, or kiwi fruit.

Easy, Minor Preparation

OATMEAL COOKIE ICE CREAM SANDWICH. Put a small scoop of ice cream or frozen yogurt between two oatmeal cookies. Eat it now or stick it in the freezer for later.

SOUP-ER EASY. Add corn or other chopped vegetables to microwave noodle soup. Heat thoroughly. Top with grated cheese.

PEANUT BUTTER 'N FRUIT-WICH. Layer sliced banana or apple in your peanut butter sandwich.
HINT: grated carrot tastes good, too.

A Little More Effort

FRUIT SMOOTHIE. Whirl frozen yogurt, milk and fruit in a blender until the mixture is thick and blended. Serve in a tall glass.

SUPER SPUD. Microwave a baking potato. Top with salsa or shredded cheese.

VEGGIE POCKET. Fill pita bread with raw, chopped vegetables and sliced cheese or lean meat. Drizzle a little salad dressing on top.

Let's Eat!

Treat your brain to this puzzle. When you're through, give your brain a break: eat something! Answers page 8.

T D I N H R B E A N S D I O A E A B
C E R E A L A U T N B M I D A T N E
E R E G G S W C O C N I T R P P O T
P I Z Z A F Y T M H T L I O P O S F
E R N W A O E W A E W K Y T L R E E
S O C P A S T A T D I E O L E K T A
D H E E A I A A O D E Z G I R C E S
H U G R A P E S E E A H U O A H B E
M U F F I N D U S R H E R Y O O P E
Y B R O C C O L I C N A T H N P A R
D N I T I O M T E H E G T B H V N E
P I A E C R A C K E R S B U F E C C
K I W I D A I U H E U L T R S C A R
O O S D A N E E T S A H P R Y S K I
S O R H R G E F T E C P N I R E E I
D G O E H E L A S A G N A T I N S D
P E P P E R S T E W N A S O A E E S
T S P E A R O N V E O N S I A O E D

How many words can you find? Hidden within this puzzle are:

THREE MILK GROUP FOODS

THREE MEAT GROUP FOODS

FIVE FRUIT GROUP FOODS

THREE VEGETABLE GROUP FOODS

FIVE BREAD GROUP FOODS

THREE COMBINATION FOODS

Think you're seeing things? Guess again. This puzzle is just for you! All you have to do is unravel its messages. Good luck!

try different foods for their great taste eat all kinds of foods just go easy on the amount make food choices count over several days to satisfy your hunger eat more food groups! servings from foods that are lower in fat and sugars!

Move It!

Being active helps strengthen bones and build lean muscles. How physically active are you? Keep a Physical Activity Diary for a week or more to find out.

Keep a Physical Activity Diary

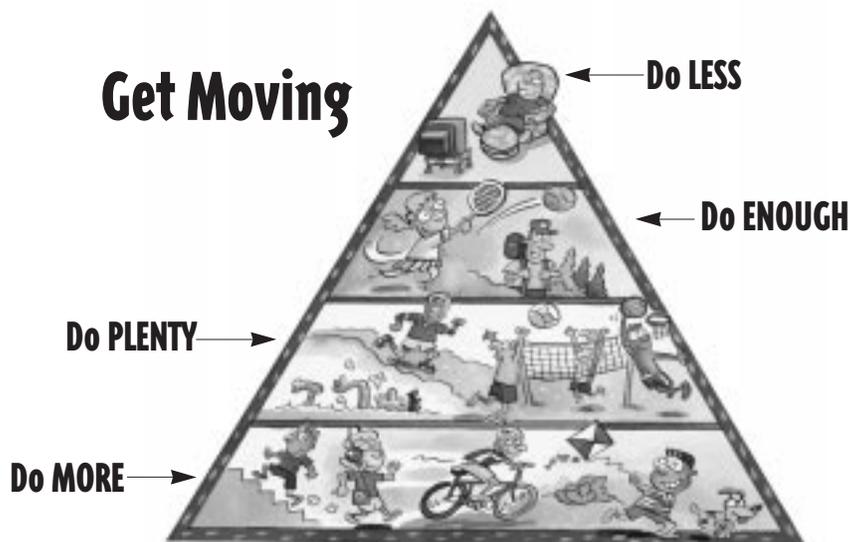
- Write down all the moderate and more intense activities you do for a week. Check the Physical Activity Pyramid for activity examples.
- Keep track of all the everyday physical activities you do, too, such as washing the dog or walking to school.
- Jot down how long you do each activity. Even five minutes counts.

WEEKDAY	PHYSICAL ACTIVITY	HOW LONG?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Check It Out

- Look closely at your Physical Activity Diary to see how it matches the advice from the Physical Activity Pyramid.
- Remember: *You should be able to talk, but not sing, as you move.*
- To track your progress, use another sheet of paper to record your physical activities for another week or more.
- Share your Physical Activity Diary with your parents. What activities can you all do together?

Get Moving



How Did You Move?

Did you get at least 30 minutes of moderate activity each day?

Did you get at least 15 minutes of more intense activity, three times a week?

Do you think you're getting enough physical activity? Why?

How can you fit more regular physical activity into your life?

What's Your Goal

Goal setting can help you grow to be your best you. Use this six-step plan to reach your personal goals.

You Can Do It!

1. Set a realistic goal—one that's right for you, not someone else.
2. Make a plan to match your needs. Plan for small, step-by-step changes.
3. Prepare for challenges. Allow enough time for change to happen.
4. Ask for help. Support others as they try to achieve their goals. Share your goal and plans with your family and ask for their help.
5. Give yourself a break if you stray from your plan now and then.
6. Pat yourself on the back to celebrate your success!

Reach Your Goal!

What's Your Story?

STEP 1. What's your goal?

STEP 2. How can you reach your goal(s)? When would you like to reach it (them)?

- A.
- B.
- C.

STEP 3. What are your challenges?

- A.
- B.
- C.

STEP 4. Who can help you? How?

STEP 5. What if you stray from your plan? How will you get back on track?

STEP 6. How will you reward yourself?



USDA is an equal opportunity provider and employer.



Everybody's got a different groove
Different way to eat
Different way to move
And what we do makes us who we are
Do it right and you'll go far.

(Chorus)
You've got the power of choice
It's a powerful voice
When you know how to use it
Use it!
You have something to show
Got your own way to go
And the power to choose it
Choose it!

Listen up now,
We all dance to a different beat
so get out there and move your feet
When you work up an appetite
Choose something and choose it right!

(Chorus)
You've got the power of choice
It's a powerful voice
When you know how to use it
Use it!
You have something to show
Got your own way to go
And the power to choose it
Choose it!

You've got the power of choice
It's a powerful voice
When you know how to use it
Use it!
You have something to show
Got your own way to go
And the power to choose it
Choose it!



Advertise for Health!

Every day you see or hear dozens of advertisements. Now it's your turn to plan an attention-grabbing advertisement for health! Your overall goal: to encourage kids your age to make smart eating decisions, stay physically active, or both.

Using this think sheet, jot down your advertising plan. Be creative about getting the message out. And have fun!

■ Pick the theme.

What challenges do you and other teens face when it comes to smart eating or being active? Pick one challenge as the theme for your "ad for health."

■ Brainstorm your message.

What do you want kids to know, think, or do after seeing or hearing your advertisement? Check *yourSELF* Magazine for information.

■ Come up with a clever slogan.

Does the slogan fit the message? Is it simple and attention-grabbing? Pick your best idea.

■ Choose your medium.

How will you get your message across in a TV ad, magazine ad, or some other way?

■ Get started.

On a separate paper, develop your ideas. For example, write the script for your commercial, sketch your magazine ad or banner, or design a T-shirt. Use *yourSELF* Magazine as your fact checker. Attach your ad ideas to this think sheet.

■ Find your resources.

What materials do you need to make your ad? Where will you get them?

■ Do it!

When your plans are done, create your ad for health. Then prepare to show it to the whole group.

■ How did it rate?

How do you know if your ad for health was successful?

Media Madness I

We all have our favorite television programs, but have you ever thought about how what you see on television influences the choices you make in real life? Messages are given to us in many forms, not just commercials. How many healthful choices do you see your favorite television characters make during one episode? The program doesn't have to be about nutrition or physical activity. It may just show people eating or moving.

■ Choose a show.

Program name:

Watch it closely. List the images you see related to nutrition and physical activity below. How could this show have included more healthful choices?

■ Write it down.

Note the following information about your television program:

Plot or Story line:

Characters' physical activities:

Characters' names:

If the main characters are a family, does the family eat together?

Characters' food choices:

If the characters are about your age, do they make their own food choices?

Media Madness II

What if you could influence the choices your favorite characters make regarding healthful eating and physical activity? Well, your chance is here!

The following steps will help you rewrite an episode of your favorite television show to change the way nutrition and physical activity are shown. You may also decide to create an entirely new episode that features these topics. Jot down your notes in the space provided. Use your copy of *yourSELF* Magazine to help you with nutrition and physical activity facts and ideas for your script.

■ Brainstorm your message.

Decide how the television program could be changed in terms of nutrition and physical activity messages. (For example, instead of getting together to watch television after school, maybe the characters could have been shown playing a game outside.) What messages would you like to share?

■ Do it your way!

Adapt the script/storyline or create an entirely new episode. Create new scenes, new dialogue, and new stories. You can even introduce new characters if you choose. Be creative!

■ Show it off!!

Present your script to the class or, if your teacher agrees, act it out!

Create mySELF

Here's your chance to create your own magazine or newsletter. Use the information you learned from *yourSELF* and create your own versions about—you guessed it—YOU! Use pictures from other magazines, drawings, computer graphics, and other ideas to add life to your magazine.

■ Decide on your audience.

Whom do you want to read your magazine? Your friends, your younger brothers and sisters, your parents? Pick one audience for your magazine.

■ Pick a theme for your magazine.

What do you want your audience to know? Is there information from *yourSELF* you'd like to include? Is there information that wasn't in *yourSELF* you'd like your audience to know about? What do you want them to know about physical activity? Nutrition? Pick a theme so you can focus your articles on that theme.

■ Choose the types of articles you want to include.

Pick a few different ways to talk to your audience and include them in your magazine or newsletter. Some sections of your magazine or newsletter may include:

- letters to the editor about articles from *yourSELF*
 - a nutrition and physical activity advice column.
 - pictures of the Food Guide Pyramid and foods from the Pyramid.
 - school menus.
 - advertisements.
 - your own stories, similar to Derek's and Janine's.
 - feature articles.
 - photos of friends, family, interviewees, etc.
 - research articles.
 - interviews with food service personnel, faculty, friends, family, and community leaders
- the possibilities are endless!*

My magazine or newsletter will include the following sections:

■ Get started.

On separate paper, develop your ideas for topics your audience is interested in. If you want, work with some of your friends and decide who will create each article or column. Write the table of contents for your magazine.

■ Find your resources.

What materials do you need to create your magazine (computer graphics, pictures, art supplies, camera)? Whom do you need to interview (food service personnel, teachers, students, principal)? Jot down what you need.

■ Do It!

When you have finished planning, create your magazine! Conduct your interviews, write your articles, create your ads and prepare to show your magazine or newsletter to the whole class or group.

■ How did it rate?

Did your audience find it interesting? Did they learn something from your magazine?

Where It's At!

Part I

Every day you make choices about what you will eat. Options are all around you—at home, at school, at your favorite hangouts—even when you're "starving"!

Just what snack options do you have? Here's your chance to look around and find out. Assess your environment—at school, home, and any other place you like to eat. Write down what you find to snack on. As you do, list each option under its Pyramid food group.

Date: _____ Snack Options from the ... _____

	Bread Group	Vegetable Group	Fruit Group	Milk Group	Meat Group	Fats, Oils, Sweets	"Combo Foods"
■ At School...							
School cafeteria							
Vending machine							
School store							
Other _____							
■ At Home ...							
Refrigerator							
Freezer							
Cabinet							
■ Some Other Place ...							
Convenience store							
Fast food place							
Other _____							

Where It's At!

Part II

Now you know what your snack options are. These may—or may not— be all the food choices you need. Or maybe you just wish you could snack on something else. Or maybe you're just not making the most of the choices you do have.

This is your chance to put a plan in place to expand your food world, and to get the food group snacks you want or need. Once you have a “wish list” and a plan, you can take action to make change happen!

■ Consider Your Options.

Of all the options you have now, what snacks would you choose today or tomorrow? Check your “environmental assessment.” Jot down the best-for-you choices—and make a note that tells why.

■ Make a Wish List.

What other snack options do you wish you had? Write them here as your “wish list.” And jot down where they fit on the Food Guide Pyramid.

■ Plan for Change.

What strategies might you use to make your “wish list” come true ...
 at home? ... at school? ... any other place?
 Write your strategies.

■ Find Partners for Change.

Who can help you ...
 at home? ... at school? ... any other place?

■ Make a Difference.

Now share your plan of action with your family, friends, teachers, and others who can help you make a difference. And together—do it!

USER RESPONSE

yourSELF Nutrition Education Kit for Middle School Teachers

Dear Educator:

Please take a few minutes to complete this form, seal it with tape, and mail it (no stamp needed). Your response will help us evaluate the usefulness of this kit and revise it in the future. ***Thank you!***

What class(es) were these materials used in?

- | | |
|---|---|
| <input type="checkbox"/> Health | <input type="checkbox"/> Home Economics/Family Living |
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> In several-through team teaching |
| <input type="checkbox"/> Science | <input type="checkbox"/> Other (please name) _____ |

Please rate each component of the Kit:

	<u>More Useful</u>		to	<u>Less Useful</u>	<u>Comments</u>	
Teacher's Guide	5	4	3	2	1	
Opening Video	5	4	3	2	1	
Magazine	5	4	3	2	1	
Student Guide	5	4	3	2	1	
Closing Video	5	4	3	2	1	
Enrichment Activities	5	4	3	2	1	
Poster	5	4	3	2	1	

Do these materials support your curriculum requirements? yes no
If no, why not?

What changes would make this kit more useable for you?

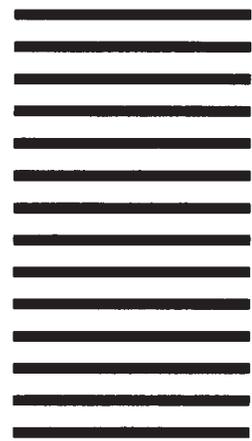
What changes would make these materials more usable for your students?

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